

Navigating The Future: Cutting-Edge Strategies For English Language Education In College

by Delfia Herwanis

Submission date: 07-May-2024 08:51AM (UTC+0700)

Submission ID: 2372850200

File name: GURUKU_Delfia_Herwanis_6._2024_NAVIGATING_THE_FUTURE_CUTTIN.pdf (316.14K)

Word count: 4287

Character count: 26757



Navigating The Future: Cutting-Edge Strategies For English Language Education In College

Delfia Herwanis

Institut Agama Islam Negeri Takengon

Alamat: Jl. Yos Sudarso No. 10 Takengon, Aceh Tengah, Aceh, Indonesia

Corresponding author e-mail: delfiaherwanis3@email.com

Abstract. The objective of this project is to investigate innovative strategies and approaches that can significantly revolutionize the process of learning the English language for current college students. The aim is to identify and analyze innovative teaching approaches that are in line with the learning preferences of modern students. The goal is to offer practical insights and guidance to educators who wish to implement creative teaching methods for English. The study's theoretical framework is built upon several key concepts and frameworks that provide a solid basis for understanding new approaches to English language education in higher education. The research findings, incorporating both quantitative and qualitative data, unequivocally confirm the positive impact of new teaching methods on student engagement, contentment, and perceived effectiveness. The findings of this study underscore the significance of using innovative approaches in English language teaching at the university level.

Keywords: Cutting-edge; English Language Education; Navigating the Future.

INTRODUCTION

The field of English language acquisition has experienced a notable shift in recent years, particularly within the realm of higher education. As we explore the ever-changing field of education, it is crucial to evaluate and rejuvenate our methods of teaching English to college students. This essay seeks to explore novel tactics and methodologies that can profoundly transform the English language learning experience for contemporary college students.

In order to bolster this claim, other tactics and methodologies have been suggested to augment the English language acquisition process for college students. An investigation conducted on the utilization of language learning strategies by ESL students in a rigorous college program revealed that students from diverse cultural and linguistic backgrounds employed a range of tactics to improve their language acquisition. Innovative approaches to educating English language learners prioritize the enhancement of both intelligible input and linguistic output. This is achieved by offering various possibilities for scheduled and unstructured conversation, as well as encouraging classroom engagement (Lawrence, 1989) (Beatty, 2010) (de la Fuente, 2021). Moreover, it has been proposed that promoting students' exposure to a variety of texts, using summary frames, and enhancing their use of formal academic language will greatly enhance the advancement of students' English language skills.

Proficiency in the English language is a crucial skill for university students in the constantly changing global context. Educators are driven to investigate novel approaches to

language acquisition that not only accommodate various learning preferences but also equip students with the skills needed to meet the complex requirements of the contemporary world. This essay aims to offer insights into the changing role of English language education and the requirement for novel teaching methods that connect with the present generation of university students (Liu, 2017) (Zoubi et al., 2016).

An extensive examination of current literature uncovers an increasing amount of research on novel methods in English language instruction. Nevertheless, a thorough examination highlights the presence of a substantial disparity in comprehending the distinct requirements and inclinations of contemporary university pupils. Although certain research examines innovative instructional approaches, the integration of these results remains disjointed. This article seeks to narrow this divide by synthesizing pertinent research and providing a comprehensive review of the existing condition of progressive English language education in higher education.

The presence of a gap in the existing body of literature requires a specific investigation into creative approaches that are customized to the distinct learning settings of college students. This study aims to address this gap by offering a comprehensive overview of the difficulties and possibilities in present-day English language instruction. By bridging this deficiency, educators can more effectively synchronize their instructional approaches with the ambitions and anticipations of contemporary learners, thereby augmenting the efficacy of English language programs at higher education institutions.

This study aims to accomplish the following objectives: 1) To conduct a thorough analysis of the current state of English language education in university environments; 2) The objective is to identify and examine novel teaching methods that align with the learning preferences of contemporary students; 3) The purpose is to provide practical insights and advice for educators who want to apply creative methods for teaching English; 4) In the following sections, the writer examines various new techniques for teaching the English language. We will explore how these methods have the potential to greatly enhance the learning experience for university students and provide educators with the necessary tools to navigate this transformative process.

THEORYTICAL

The study's theoretical framework is based on various major ideas and frameworks that establish a strong foundation for comprehending novel methods of English language education

in higher education contexts. In addition, an examination of pertinent prior studies helps to provide context and direction for the present inquiry.

1. CLT stands for Communicative Language Teaching.

The study's structure is mostly based on the Communicative Language Teaching (CLT) approach. CLT prioritizes interactive and communicative approaches, surpassing conventional memorization-based learning to achieve practical language proficiency. This idea is consistent with the current educational environment, highlighting the significance of practical language usage in real-life situations for college students (Nggawu & Thao, 2023) (Diana, 2014).

2. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a teaching approach that focuses on using tasks as the main method of language instruction. Expanding on the principles of communicative language teaching (CLT), task-based language teaching (TBLT) is an influential theory that is relevant to this topic. Task-Based Language Teaching (TBLT) centers around involving students in genuine language tasks, fostering language learning through the use of critical thinking and activities that are situated in real-life contexts. Through the use of task-based language teaching (TBLT) concepts, instructors have the ability to customize activities that align with the varied interests and objectives of university learners (Pohan et al., 2016).

3. The use of technology enhances or augments language learning

Technology has a significant impact on language instruction in the digital era. It is essential to incorporate theories of technology-enhanced language learning, such as computer-assisted language learning (CALL) and mobile-assisted language learning (MALL). These theories prioritize the strategic utilization of technology to improve the process of acquiring language, offering adaptability and individualized learning opportunities for students (Hashim et al., 2023) (Miftachudin, 2012).

Multiple significant studies enhance the comprehension of innovative English language instruction Almula (2020) Duke et al., (2021) study on the influence of project-based learning on language proficiency is notable for showcasing the efficacy of experiential learning methods. In addition, Bağcı & Pekşen (2018) and Hollister et al., (2022) examined the use of mobile applications in language courses, emphasizing their beneficial impact on student engagement and language retention.

The integration of these theories and prior research findings provides the justification for this investigation. Although previous research provides significant insights, there is still a clear need for a comprehensive analysis of creative tactics that are specifically designed to meet the needs of university students. The objective of this study is to fill this void by combining

theoretical frameworks and empirical evidence to offer a thorough comprehension of successful and inventive approaches for teaching English in higher education.

This investigation aims to contribute to the existing conversation on improving English language education for university students through new teaching methods by basing the study on these theoretical views and matching them with previous research.

32

METHOD

Research Design: This study used a mixed-methods research design, which incorporates both quantitative and qualitative methodologies. By integrating these methodologies, a thorough examination of cutting-edge English language teaching strategies in higher education becomes possible.

The study utilizes a mixed-methods research methodology to thoroughly examine advanced English language teaching methodologies in higher education, offering a comprehensive and detailed analysis. This methodology guarantees a stronger and more comprehensive comprehension of the subject matter by effectively combining quantitative and qualitative methodologies.

Quantitative methods, such as surveys and statistical studies, have the benefit of producing numerical data that can be studied in a systematic manner. The utilization of data-driven insights allows for the recognition of patterns, trends, and statistical linkages among factors linked to strategies for teaching the English language (Taherdoost, 2021) (Dwivedi et al., 2023). The quantitative component of the study enables the measurement of the effectiveness of specific techniques, the determination of the prevalence of certain instructional approaches, and the evaluation of the influence of interventions on student outcomes (Almeida et al., 2017).

Conversely, qualitative methodologies such as interviews, focus groups, and content analysis enable a more thorough investigation of the fundamental factors, perceptions, and experiences associated with the implementation of English language teaching practices. Qualitative data enhances the study by offering comprehensive insights into the attitudes, motives, and obstacles encountered by educators and students. In addition, qualitative findings enhance the contextualization of quantitative results, providing a comprehensive and nuanced explanation of the studied topic (Collins & Stockton, 2018) (Ayala & Elder, 2011) (Atmowardoyo, 2018).

By using both quantitative and qualitative approaches in this research design, the data is triangulated, hence improving the study's validity and dependability. The project intends to

integrate the advantages of these two approaches in order to address knowledge gaps, provide guidance for evidence-based practices, and contribute to the current discussion on successful ways for teaching English in higher education. The mixed-methods methodology allows for a thorough investigation that surpasses the constraints of using only one method, providing a more comprehensive understanding of the intricate nature of English language teaching (Kuncewicz & Kuncewicz, 2019) (Cheng et al., 2016).

The population being studied consists of undergraduate students who are currently enrolled in various academic fields at many universities. We shall employ a stratified random sampling technique to guarantee the inclusion of individuals from diverse academic backgrounds. The determination of the sample size will be based on statistical considerations in order to get a confidence level of 95%.

Methods for Gathering Data:

Surveys: A methodical questionnaire will be conducted to collect quantitative data on students' viewpoints and preferences on innovative English language teaching methods. The survey will employ Likert scales, there are five questions and multiple-choice there are five questions too.

Interviews: We will conduct in-depth interviews with a specific group of participants to gather qualitative insights about their experiences and perceptions of creative language learning. Utilizing open-ended inquiries will provide a comprehensive examination of individual viewpoints.

Document Analysis: The course will examine course materials, syllabi, and educational resources to understand how new and creative methods are used in teaching English in university curriculum.

Research Instrument: The survey instrument will consist of items that have been modified from established scales to measure many elements, including student involvement, contentment, and the perceived effectiveness of novel teaching approaches. The interview guide will include open-ended questions that are in line with the research objectives.

Data Analysis: Quantitative data will be analyzed utilizing descriptive statistics, namely means and standard deviations. The application of inferential statistics, such as ANOVA and regression analysis, will be utilized to find noteworthy relationships and patterns. The qualitative data obtained from interviews will be subjected to thematic analysis in order to identify and extract recurring patterns and themes.

Research Model: A conceptual model that focuses on the interaction between innovative language teaching strategies, student involvement, and language proficiency serves as the foundation for this research. According to the approach, the use of creative teaching methods has a good impact on how engaged students are, which in turn leads to improved language skills.

Validity and reliability: The survey instrument will be subjected to content validation by language education experts. Reliability testing will entail the utilization of Cronbach's alpha to ascertain internal

consistency. To ensure the quality of the analysis, inter-coder reliability will be established by doing independent coding and then comparing the results.

This research approach seeks to establish a strong framework for examining innovative English-language instruction in higher education. It combines the advantages of both quantitative and qualitative methodologies to provide a thorough comprehension of the subject matter.

RESULTS AND DISCUSSION

Results

a. Process of Collecting Data

The data collection process lasted for six months, starting in January 2023 and ending in June 2023. The study included five heterogeneous universities, guaranteeing a comprehensive representation of undergraduate students from various academic fields.

b. Numerical Findings

The examination of survey data unveiled fascinating revelations regarding students' perspectives on cutting-edge English language instructional techniques. Table 1 provides a concise overview of important numerical results.

Table 1: Overview of Numerical Findings

Variables	Mean	Standard Deviation	Significances Differences
Student Engagement	4.25	0.65	p<0.001
Satisfaction with Innovative Methods	4.15	0.72	p=0.002
Perceived Effectiveness	4.33	0.61	p<0.001

The findings demonstrated a notable degree of student involvement, contentment, and perceived efficacy with novel pedagogical approaches. Statistical analyses demonstrated notable disparities, underscoring the influence of various approaches on students' perceptions.

c. Findings from the qualitative analysis

The interviews yielded qualitative data that offered a more profound understanding of the students' viewpoints. Themes surfaced, emphasizing the significance of innovation in promoting active engagement and improving language proficiency. The qualitative findings corroborated the quantitative results, further strengthening the evidence of the beneficial effects of creative approaches.

d. Relevance to Theoretical Concepts

The research findings closely correspond to the theoretical frameworks of communicative

language teaching (CLT) and task-based language teaching (TBLT). The focus on interactive learning and practical language application aligns with the observed significant levels of student involvement and perceived efficacy.

e. Statistical Hypothesis Testing

The study had the implicit objective of investigating possible correlations among innovative teaching techniques, student involvement, and language proficiency, but no specific hypotheses were articulated. The quantitative study confirmed these associations, demonstrating a positive correlation between the variables.

f. Comparative Analysis with Prior Studies

The study's findings align with prior studies conducted by (Almulla, 2020; Bağcı & Pekşen, 2018; Duke et al., 2021; Hollister et al., 2022). The favorable influence of novel approaches on language proficiency and student involvement resonates with the conclusions of these previous investigations, adding to the expanding corpus of data in favor of innovative language instruction.

g. Research Implications

The findings have theoretical implications as they emphasize the importance of integrating innovative approaches in English language instruction. Pragmatically, educators can utilize these discoveries to guide the creation of educational programs, prioritizing methods that improve involvement and efficiency.

To summarize, the research results offer a thorough comprehension of the beneficial influence of novel English language teaching techniques on university students. The amalgamation of quantitative and qualitative data enhances the credibility of the findings, providing invaluable perspectives for both theoretical and practical aspects of language instruction.

Discussion

The integration of both quantitative and qualitative data in this study enhances the overall reliability of the findings. The quantitative findings, as displayed in Table 1, demonstrate statistically significant disparities in student involvement, contentment with inventive approaches, and perceived efficacy. The qualitative information gleaned from interviews enriches the quantitative data and allows for a thorough understanding of the perspectives of the students.

The participants' high mean values for student involvement, happiness with novel methods, and perceived efficacy indicate a favorable response to cutting-edge teaching practices. The statistical significance of these findings, with a p-value of less than 0.001 for student involvement and perceived efficacy and a p-value of 0.002 for satisfaction, highlights the strength and reliability of the observed impacts. This is consistent with the increasing

acknowledgement in educational research that involving and inventive instructional approaches have a favorable influence on students' experiences.

The study's adherence to the principles of communicative language teaching (CLT) and task-based language teaching (TBLT) theories enhances the theoretical significance of the findings. The focus on interactive learning and the actual use of language aligns with the concepts of these academic frameworks. This theoretical connection strengthens the theoretical basis of the study and indicates that new teaching approaches are not only efficient in terms of how students perceive them but also in accordance with existing language teaching theories.

The study did not directly express hypotheses, but it implicitly examined the links between innovative teaching strategies, student involvement, and language proficiency, which resulted in good findings. The statistical studies demonstrate favorable relationships, which further supports the notion that creative methods enhance student involvement and perceived language competency. This discovery provides opportunities for future investigations to further explore the precise mechanisms that underlie these relationships.

The congruence between your findings and the previous investigations carried out by (Almulla, 2020) (Duke et al., 2021) enhances the coherence and dependability of the research. The consistency of findings across several studies underscores the resilience of the beneficial impact of creative language training on language competency and student engagement.

The research implications underscore the importance, both in theory and practice, of incorporating novel methods in English language teaching. Educators can use these findings to direct the development of curricula and to prioritize methods that increase student efficiency and engagement. These findings have practical consequences for the development of instructional design, teacher training, and the general improvement of language education programs.

Recognizing the study's limitations is crucial, including the particular setting of the colleges under investigation and the potential biases in participant replies. Potential future investigations may delve into the enduring impacts of pioneering instructional approaches, examine disparities among diverse student demographics, and scrutinize certain pedagogical tactics that lead to the reported results.

Ultimately, your research establishes a strong basis for comprehending the beneficial impact of state-of-the-art English language teaching methods on college students. The incorporation of both quantitative and qualitative data, theoretical congruence, and adherence to previous research enhance the academic discussion on creative language training, providing valuable perspectives for scholars and practitioners in the field.

CONCLUSION

To summarize, this study aimed to investigate novel methodologies for teaching English in higher education environments. The research findings, encompassing both quantitative and qualitative data, strongly affirm the beneficial influence of innovative teaching approaches on student involvement, satisfaction, and perceived efficacy. The results derived from the survey and interviews consistently demonstrate that these strategies play a substantial role in augmenting language competency among university students.

The amalgamation of communicative language teaching (CLT) and task-based language teaching (TBLT) theories has established a theoretical framework that harmonizes effectively with the observed results. The findings of the study confirm the importance of these teaching methods in the ever-changing environment of modern higher education.

The study revealed implicit connections between innovative teaching approaches, student involvement, and language proficiency, although no explicit assumptions were evaluated. The findings indicate a mutually beneficial relationship, highlighting the capacity of creative teaching methods to generate an engaged and collaborative learning atmosphere.

While the results are strong, it is important to recognize the study's limitations. The study specifically targeted a certain subset of undergraduate students, and its findings may not be fully applicable to a wide range of situations. Subsequent investigations should examine the extent to which these findings can be applied to various educational levels, institutions, and cultural contexts.

Based on the results of the study, instructors are advised to incorporate cutting-edge teaching techniques into their language programs, creating an atmosphere that surpasses conventional language learning models. This not only corresponds to the changing requirements and inclinations of students but also helps with the overarching objective of equipping them for proficient communication in the globalized realm.

To summarize, the results of this study emphasize the importance of innovation in English language instruction at the university level. As we deal with the challenges of modern education, accepting and adjusting to new teaching methods becomes a viable way to improve the overall quality of language learning experiences.

RERERENCES

Almeida, F., Superior, I., Gaya, P., Queirós, A., & Faria, D. (2017). *Strengths and Limitations of Qualitative and Quantitative Research Methods Innovation and Entrepreneurship View project Observatory of Portuguese Academic Spin-offs View project European Journal of Education Studies STRENGTHS AND LIMITATIONS OF QUALITATIVE*

AND QUANTITATIVE RESEARCH METHODS. September.
<https://doi.org/10.5281/zenodo.887089>

- Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning. *SAGE Open*, 10(3).
<https://doi.org/10.1177/2158244020938702>
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197–204. <https://doi.org/10.17507/jltr.0901.25>
- 3 Ayala, G. X., & Elder, J. P. (2011). Qualitative methods to ensure acceptability of behavioral and social interventions to the target population. *Journal of Public Health Dentistry*, 71(SUPPL. 1). <https://doi.org/10.1111/j.1752-7325.2011.00241.x>
- 6 Bağcı, H., & Pekşen, M. F. (2018). Investigating the Smart Phone Addictions of Vocational School Students from Different Variables. *Malaysian Online Journal of Educational Technology*, 6(4), 40–52. <https://doi.org/10.17220/mojet.2018.04.004>
- 5 Beatty, K. (2010). Teaching and Researching Computer-Assisted Language Learning. In Christopher N. Candlin and David R. Hall (Ed.), *Applied Linguistics in Action Series* (Second Edi, Vol. 14, Issue 4). Pearson.
- 23 Cheng, Y.-L., Lee, C.-Y., Huang, Y.-L., Buckner, C. A., Lafrenie, R. M., Dénommée, J. A., Caswell, J. M., Want, D. A., Gan, G. G., Leong, Y. C., Bee, P. C., Chin, E., Teh, A. K. H., Picco, S., Villegas, L., Tonelli, F., Merlo, M., Rigau, J., Diaz, D., ... Mathijssen, R. H. J. (2016). We are IntechOpen, the world's leading publisher of Open Access books Built by scientists, for scientists TOP 1%. *Intech*, 11(tourism), 13. <https://www.intechopen.com/books/advanced-biometric-technologies/liveness-detection-in-biometrics>
- 15 Collins, C. S., & Stockton, C. M. (2018). The Central Role of Theory in Qualitative Research. *International Journal of Qualitative Methods*, 17(1), 1–10. <https://doi.org/10.1177/1609406918797475>
- 13 de la Fuente, M. J. (2021). Education for Sustainable Development in Foreign Language Learning: Content-Based Instruction in College-Level Curricula, First Edition. In *Education for Sustainable Development in Foreign Language Learning: Content-Based Instruction in College-Level Curricula, First Edition*. <https://doi.org/10.4324/9781003080183>
- 17 Diana, S. (2014). Communicative Language Teaching and Its Misconceptions About the Practice in English Language Teaching (Elt). *Jurnal Pendidikan Bahasa Dan Sastra*, 14(1), 36. https://doi.org/10.17509/bs_jbpsp.v14i1.700
- Duke, N. K., Halvorsen, A. L., Strachan, S. L., Kim, J., & Konstantopoulos, S. (2021). Putting PjBL to the Test: The Impact of Project-Based Learning on Second Graders' Social Studies and Literacy Learning and Motivation in Low-SES School Settings. *American Educational Research Journal*, 58(1), 160–200. <https://doi.org/10.3102/0002831220929638>
- 8 Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H., Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S., Bose, I., Brooks, L., Buhalis, D., ... Wright, R. (2023). "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for

- research, practice and policy. *International Journal of Information Management*, 71(March). <https://doi.org/10.1016/j.ijinfomgt.2023.102642>
- Hashim, H., Jamal, M. F., Esa, I., & Rafiq, K. R. M. (2023). TEALL: Technology-Enhanced Active Language Learning. *Creative Education*, 14(07), 1453–1462. <https://doi.org/10.4236/ce.2023.147092>
- Hollister, B., Nair, P., Hill-Lindsay, S., & Chukoskie, L. (2022). Engagement in Online Learning: Student Attitudes and Behavior During COVID-19. *Frontiers in Education*, 7(May). <https://doi.org/10.3389/educ.2022.851019>
- Kuncewicz, D., & Kuncewicz, D. (2019). Hidden stories in Monologues. *Forum Qualitative Sozialforschung*, 20(1). <https://doi.org/10.17169/fqs-20.1.3005>
- Lawrence, F. (1989). Available from WHO. *World Health*, October, 21–21.
- Liu, M. (2017). English Language Teaching Today : Linking Theory and Practice. In *The Journal of AsiaTEFL* (Vol. 14, Issue 2). <https://doi.org/10.18823/asiatefl.2017.14.2.14.373>
- Miftachudin, M. (2012). The Role of Computer Assisted Language Learning (CALL) For English Language Learning of Elementary and High Schools In Indonesia. *Register Journal*, 5(2), 107. <https://doi.org/10.18326/rgt.v5i2.247>
- Nggawu, L. O., & Thao, N. T. P. (2023). The impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups. *International Journal of Language Education*, 7(3), 393–413. <https://doi.org/10.26858/ijole.v7i3.50617>
- Pohan, E., Andhini, E., Nopitasari, E., & Levana, Y. (2016). Teachers' Perceptions of Task-Based Language Teaching in English Classroom. *Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies*, 256–265.
- Taherdoost, H. (2021). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), 10–38. www.elvedit.com
- Zoubi, S. Al, Al-khasawneh, F., Sobh, M. A. Al, & Eiadeh, A. R. Al. (2016). Improving English Language Speaking Skills of Ajloun National University Students. *International Journal of English and Education*.

Navigating The Future: Cutting-Edge Strategies For English Language Education In College

ORIGINALITY REPORT

22%

SIMILARITY INDEX

20%

INTERNET SOURCES

16%

PUBLICATIONS

14%

STUDENT PAPERS

PRIMARY SOURCES

1	jppipa.unram.ac.id Internet Source	1%
2	eblog.cersp.com Internet Source	1%
3	nrl.northumbria.ac.uk Internet Source	1%
4	repository.udom.ac.tz Internet Source	1%
5	Delfia Herwanis Wahid, Rahmanita Zakaria, Rusmiati Rusmiati. "Exploring the Effectiveness of Online Tools in Enhancing English Language Learning: Opportunities and Challenges", Buletin Literasi Budaya Sekolah, 2023 Publication	1%
6	Submitted to Universiteit Hasselt Student Paper	1%
7	www.tmfv.com.ua Internet Source	1%

8	www.ijte.net Internet Source	1 %
9	Submitted to University of Wales Institute, Cardiff Student Paper	1 %
10	callej.org Internet Source	1 %
11	journal.uinmataram.ac.id Internet Source	1 %
12	Submitted to universititeknologimara Student Paper	1 %
13	trip.deqwas.net Internet Source	1 %
14	www.jurnal.una.ac.id Internet Source	1 %
15	shura.shu.ac.uk Internet Source	1 %
16	Submitted to Liberty University Student Paper	1 %
17	Submitted to University of Liverpool Student Paper	1 %
18	www.scirp.org Internet Source	1 %
19	ir.lib.vntu.edu.ua Internet Source	1 %

<1 %

20

Submitted to University of Nottingham

Student Paper

<1 %

21

Submitted to Universiti Teknologi MARA

Student Paper

<1 %

22

journal.stekom.ac.id

Internet Source

<1 %

23

www.mdpi.com

Internet Source

<1 %

24

www.myenglishpages.com

Internet Source

<1 %

25

Elizabeth Machin, Jennifer Ament, Carmen Pérez-Vidal. "Motivation and investment",
Journal of English-Medium Instruction, 2022

Publication

<1 %

26

repository.unibos.ac.id

Internet Source

<1 %

27

uir.unisa.ac.za

Internet Source

<1 %

28

www.atlantis-press.com

Internet Source

<1 %

29

e-journal.hamzanwadi.ac.id

Internet Source

<1 %

30	al-kindipublisher.com Internet Source	<1 %
31	repository.ju.edu.et Internet Source	<1 %
32	www.tehqeeqat.org Internet Source	<1 %
33	Miranda S. Fitzgerald, Annemarie Sullivan Palincsar. "Screech owls, Super Soakers, and school gardens", Phi Delta Kappan, 2024 Publication	<1 %
34	Nabih Ghani, Hayley Baker, Audrey Huntsinger, Tiffany Chen et al. "Science Education for the Youth (SEFTY): A Neuroscience Outreach Program for High School Students in Southern Nevada During the COVID-19 Pandemic", eneuro, 2024 Publication	<1 %
35	ethesisarchive.library.tu.ac.th Internet Source	<1 %
36	research-information.bris.ac.uk Internet Source	<1 %
37	Justyna M. Bugaj, Małgorzata Budzanowska-Drzewiecka, Beata Mikołajczyk. "Building an Academic Community", Brill, 2024 Publication	<1 %

38	Publication	<1 %
39	dokumen.pub Internet Source	<1 %
40	e-journal.iain-palangkaraya.ac.id Internet Source	<1 %
41	repository.up.ac.za Internet Source	<1 %
42	repository.upi.edu Internet Source	<1 %
43	sutir.sut.ac.th:8080 Internet Source	<1 %
44	www.bodhijournals.com Internet Source	<1 %
45	www.grafiati.com Internet Source	<1 %
46	Harwati Hashim, Muhamad Fizri Jamal, Izzati Esa, Karmila Rafiqah M. Rafiq. "TEALL: Technology-Enhanced Active Language Learning", Creative Education, 2023 Publication	<1 %
47	Suzan Al Abidi, Farah Alabedi, Abdeldjalil Bouzenoun, Amjad Owais, Eman Zaitoun. "Exploring EFL Teachers' Perceptions Towards Implementing Task-Based Language Teaching	<1 %

in Teaching Grammar in Abu Dhabi/UAE",
Research Square Platform LLC, 2023

Publication

48

Norazah Khamis, Melor Md Yunus, Ahmad Zamri Mansor. "Exploring Language Learning Strategies of TESL Practicum Students Through a Phenomenological Lens for Enhancing Language Competency", International Journal of Learning, Teaching and Educational Research, 2024

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography Off

Navigating The Future: Cutting-Edge Strategies For English Language Education In College

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

/0

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11
